



## Buckeye Local School District Remote Learning Plan

<b>District Name:</b>	Buckeye Local School District
<b>Address:</b>	3044 Columbia Road, Medina, OH 44256
<b>Contact:</b>	Bridget Elias
<b>District IRN:</b>	048470

### Overview:

The Buckeye Local School District located in Medina County, Ohio, is a comprehensive K-12 School District. The goal of the BLSD remote learning plan is to provide high quality instruction that aligns with the Ohio Learning Standards. Through community and staff feedback, the District determined a remote learning plan, delivered through Buckeye teachers through a consistent online platform, would provide quality instruction from preschool through twelfth grade.

*HB 164 (June 2020) indicates that “Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

The Buckeye Local School District will utilize the following instructional strategies for remote learning:

- ✓ Teacher-student interaction through online learning platforms
- ✓ Teacher-student interactions, in real-time, through video conferencing mediums
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and digital instructional materials for students



SECTION ONE:	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote-Blended Instructional Delivery Resources Exceptional and At Risk Youth</a>
<b>Determining Instructional Needs</b>	<p><b><u>Instructional Needs Determined and Documented:</u></b></p> <ul style="list-style-type: none"> <li>✓ Instructional Sequencing</li> <li>✓ Instruction Alignment to Ohio Learning Standards</li> <li>✓ Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>✓ Created a plan for IEPs and students with disabilities</li> <li>✓ Created a plan for students identified as gifted with a Written Education Plan (WEP)</li> </ul>
<p><b><u>Determining Instructional Needs:</u></b>            Buckeye teachers and administrators will analyze data from various sources to determine the instructional needs of our students. The data will include, but not be limited to the following: The Developmental Reading Test (DRA), Edulastic, Aimswebs, past state testing, value added results, common assessments and classroom assessments. Data from the spring 2020 COVID-19 campus closure will be analyzed to determine instructional needs and curricular impact. Curriculum mapping will determine curricular gaps and primary standard integration through remote learning lessons. Remote learning resources and materials will be aligned to the state curriculum. Teacher Teams will continue to dialogue regarding assessment data. Considerations for students with IEPs and WEPs will be reviewed for manner of instructional delivery. Scheduled support and consultation will continue through remote learning.</p>	
<b>Documenting Instructional Needs:</b>	<p><b><u>Instructional Needs Documented:</u></b></p> <ul style="list-style-type: none"> <li>✓ Clear instructional plans have been created</li> <li>✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b><u>Documenting Instructional Needs:</u></b>            Teachers will work collaboratively through grade level teams and subject area teams to identify and document curriculum gaps due to the COVID-19 campus closure in the spring. Teachers will identify priority standards not met through reflection, diagnostic and/or pre-assessment data to integrate missed critical standards into the subsequent curriculum. Instructional plans will be adjusted to match best practices. Resources and materials will be reviewed to ensure the best mode of content delivery is utilized. Teachers will communicate plans with expectations and requirements for instructional units to students and parents.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



# Buckeye Local School District Remote Learning Plan

<b>SECTION TWO:</b>	<b>DETERMINE COMPETENCY, GRANTING CREDIT, &amp; PROMOTING STUDENTS TO A HIGHER GRADE LEVEL</b>
<b>Resource Link(s):</b>	<a href="#">District and Building Level Considerations</a> <a href="#">Teacher Level Educational Considerations Planning Level</a> <a href="#">Reframing Education Learning Opportunities</a>
<b>Determine Competency</b>	<p><b><u>Method(s) Used to Determine Competency During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Developed and communicated a plan for determining competency (Grading and Assessments)</li> <li>✓ Teachers will assess students based on standards related to each course as described in teacher syllabi utilizing formative and summative assessments.</li> </ul>
<p><b><u>Addressing &amp; Determining Competency:</u></b>  Teachers will administer formative and summative assessments to determine competency. Competency measures will be communicated to staff and families. Teacher teams will continually review data to determine competency. Teacher teams will use varied data to determine which students are performing above mastery, at mastery, and below mastery. Teacher teams and administration will provide intervention and extension programs for students performing below mastery.</p>	
<b>Granting Credit</b>	<p><b><u>Method(s) for Granting Credit During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Developed and communicated plan for granting credit (Grading and Assessments)</li> </ul>
<p><b><u>Granting Credit:</u></b>  Teachers will communicate to students and families content, grade level standards, and success measures. Teachers will provide continual feedback to students, parents, and stakeholders regarding student progress and course completion during remote learning. Feedback and communication regarding student progress will occur, including but is not limited to, the following: Google Classroom, ProgressBook, rubrics, formative assessments, summative assessments, and teacher communication.</p>	
<b>Promoting Students</b>	<p><b><u>Method(s) Used for Promoting Students to Higher Grade Level During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Developed and communicated a plan for promoting students to higher grade level (Grading and Assessments)</li> </ul>
<p><b><u>Promoting Students to a Higher Grade Level:</u></b>  Teachers and administrators will establish expectations and requirements based on the Ohio Learning Standards for successful course completion and grade level promotion. These expectations and requirements are based on, but not limited to, the following: course expectations, student accountability, grade level scale, Ohio Learning Standards mastery, course mastery, course progress, and course completion. Expectations, requirements, and grade level promotion may be communicated through student handbooks, program of studies,</p>	



# Buckeye Local School District Remote Learning Plan

and individual course and grade level expectations.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communication Planning</a>
<b>Attendance Requirements</b>	<p><b><u>School District’s Attendance Requirements During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Created a communication and attendance plan for staff and students</li> </ul>
<p><b><u>Attendance Requirements:</u></b>  Student attendance is required and will be documented in a variety of ways by building teachers and secretaries using ProgressBook. Attendance will be taken via Google Meet. Progress in learning will be documented in the gradebook via formative and summative assessments. Methods to validate attendance include but are not limited to student presence in online meetings, online classes, assessing online resources, completion of assignments, and fulfillment of communicated course expectations. Attendance specifics for remote learning will be communicated to students, families, and staff. Intervention strategies for improved attendance may include but are not limited to the following: phone calls, letters, Google Meet, mentoring program, emails, conferences, and home visits.</p>	
<b><u>Participation Requirements</u></b>	<p><b><u>School District Student Participation Documentation During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Created a plan for documenting student participation in remote learning</li> <li>✓ Communicated the plan with families and other stakeholders</li> </ul>
<p><b><u>Student Participation:</u></b>  The following criteria may be utilized to determine and measure student participation: class meeting engagement, discussion boards, coursework completion, project completion, formative assessment completion, summative assessment completion, time spent through collaboration with peers and teachers, accessing remote resources provided through the remote learning platform.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



# Buckeye Local School District Remote Learning Plan

SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At Risk Youth</a>
<b>Progress Monitoring</b>	<p><b><u>School District Student Progress Monitoring During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Developed a Plan to monitor student progress with remote learning</li> </ul>
<p><b><u>Monitoring Student Progress:</u></b>            Teachers and administrators will monitor student data/progress through a variety of assessments and resources. These may include, but are not limited to formative and summative assessments, vendor assessments, rubrics, portfolios, observational data, and checklists. IEP and WEP data will be analyzed to determine growth and mastery, according to the Ohio Learning standards. Communication will be relayed on a regular basis to students and families in the remote learning platform. Teachers will communicate specific resources, intervention strategies and extension opportunities through the remote learning platform. Student progress will be communicated to all stakeholders through various formats during remote learning.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use -Stakeholder Input</a>
<b>Equitable Access</b>	<p><b><u>School District’s Equitable Access Plan During Remote Learning:</u></b></p> <ul style="list-style-type: none"> <li>✓ Parent/Student surveys have been reviewed</li> <li>✓ Technology Plan has been created to ensure equitable access</li> </ul>
<p><b><u>Equitable Access to Quality Instruction:</u></b>            Data from parent surveys will be analyzed and used to determine technological access. Stakeholders’ feedback related to the 2020 COVID-19 closure and through community forums will be analyzed to implement equitable services. The district will provide 1 to 1 devices for students throughout the district. To ensure equitable access, the district will communicate wifi hotspot and access locations for student usage.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	



SECTION SIX	PROFESSIONAL LEARNING
<b>Resource Link(s):</b>	<a href="#">Professional Learning</a>
<b>Professional Learning</b>	<p><b><u>Professional Development Activities for Remote Learning Success:</u></b></p> <ul style="list-style-type: none"> <li>✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b><u>Professional Learning/Development:</u></b></p> <p>Professional learning training will be available to teachers and staff prior to students reporting for the 2020/2021 school year and throughout the school year. Ongoing PD will provide support on student engagement, assessments, instruction, best practices, technological integration, and social and emotional learning.</p> <p>Professional learning opportunities to support instruction, engagement, and safety may include but are not limited to the following: Google Meet, Google Forms, Google Slides, Pearson Math, Padlet, Flipping Your Classroom, Flipgrid, SEL Strategies, Clever Portal, Bitmoji Classroom, Google Classroom, Edulastic, Screencastify, Pearson ELA, Wonders, safety protocol/guidelines, engagement, accountability, communication, remote learning tips/tricks, intervention, and special education/gifted guidelines/procedures/supports.</p> <p>Administrators will review professional growth plans and lesson plans to ensure best practices for instruction and social and emotional learning are taking place during remote learning. Staff feedback will be solicited continually throughout the year for future, ongoing professional development opportunities.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	